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AUTHOR Brantner, Seymour T.; Burrell, Linell, Jr.
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ABSTRACT

In a study of self-evaluated levels of competence of area vocational-technical school directors in Pennsylvania, the two areas of planning and leadership management were investigated plus the method of training with which skills in these two areas should be developed in future administrators. An evaluative instrument was developed and mailed to 75 directors of area vocational-technical schools in Pennsylvania. Information from the 64% of the sample responding was analyzed by computer. The findings revealed that administrators utilized 67% of their time in management activities and 33% in planning activities but felt that the ratio of time spent on these two activities should be equivalent. "Coordinating activities of the staff" was the task performed with the most confidence; "preparing a student bill of rights" and "updating student's role in decision making" were performed with the least confidence. Overall, planning activities were performed with less confidence than management activities. "Meeting the community's needs in job placement" was the activity that most administrators performed with competence. The lowest overall competence was "coordinating activities of the nonprofessional staff." Finance was the only area that administrators felt their performance with confidence and competence were equal. Finally, inservice training was felt to be the most effective method of training. (BM)

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COMPETENCY PROFILE OF VOCATIONAL ADMINISTRATORS

SEYMOUR T. BRANTNER
LINELL BURRELL, JR.

ASSISTED BY
ROBERT HAWES
LINDA LEEKING

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Seymour T. Brantner
Associate Professor of Industrial Education
The Pennsylvania State University

and

Linell Burrell, Jr.
Graduate Assistant
The Pennsylvania State University

Assisted by

Robert Hawes
Linda Leeking
Graduate Assistants
The Pennsylvania State University

The Pennsylvania State University
University Park, Pennsylvania

November 1977

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I

INTRODUCTION

Background of the Study

Models of governance that have existed in traditional organizations such as the military and the church seemingly have provided a pattern for school governance to follow. These older patterns of supervision with their stress on authority, compliance, and control were task oriented in that they emphasized teaching to be done and educational objectives to be achieved. There was little attention or regard for those persons outside the formal authority base, namely the students and parents. Wisdom was equated with position and as a result teachers passively accepted without question the dictates of their supervisors and administrators. It was fairly obvious that these educational policies and practices mostly reflected the social and economic conditions of that particular era of time. Social and economic conditions change however, and the same educational administrational patterns are not applicable today. Bennis (1966) takes the position that schools among other institutions are failing today because they are continuing to live on the borrowed bureaucratic structure.

Because the pace of technological change was slow, the educational administrators of that era did not need to frequently review and revise policies and practices. The assumptions on which they were based remained valid for long periods of time. The existing technology today poses quite a contrast. The accelerating and pervasive character of technological change makes many policies and practices of the past obsolete. Although some may still be appropriate they need modification, whereas, some

others may continue to be viable in the foreseeable future. The administrator must be sensitive to these facts if he is to function with any degree of success.

Unlike yesteryear, when parents and students were politely overlooked by the school bureaucracy, today's citizens are demanding to be recognized and heard. An administrator who adheres to traditional role expectations, refusing to acknowledge the role of all citizens in shaping the educational system, is likely to be challenged.

Today more than ever before the emphasis of society is being focused on the inherent dignity and worth of the human being. Rather than an individual existing for the system, the system exists for the individual and there is much discussion about liberating rather than containing the human potential. The educational administrator must be aware of the application of the behavioral sciences to the problems of education.

Administrators must face the fact that dissatisfaction with education is now a common topic of discussion and with or without the cooperation of the administrators, change in education is already on the move. Our society is concerned with the controversy over central versus decentralized control of the schools. Many feel that since the educational bureaucracy has been so insensitive to the needs of the people, the time has come for people to retrieve that system for themselves. For example, parents question educational decisions and demand explanations. Furthermore they exercise their powers to restrict educational freedom of action and they demand a voice in the evaluation of schools and the consideration of new programs and policies. Parents and community groups are becoming increasingly interested in how their children are taught and the achievement that the

children are experiencing. There is insistence that education reach not only the bright and well-behaved but also the different and disadvantaged. Decentralization can also be discussed with relation to teachers' groups. Characteristically, former practices involved superintendents and school boards making decisions for teachers with the expectation that teachers would be grateful for the generosity bestowed upon them. A newer breed of teacher however refuses to accept arbitrary and unreasonable dictates. Thus the legal sanctioning and subsequent development of collective bargaining by organized units of public school teachers is evident. Although administrators may say that teachers are primarily concerned with economic benefits, the range of problems involved in bargaining agreements clearly shows they insist upon having a voice in the decisions on a broad range of topics. These topics relate to curriculum, discipline, teacher roles, public relations policies, personnel policies, educational change and innovation, and conditions of work. Prior to the advent of teacher bargaining organizations, teachers were quite powerless; today the power of organized numbers and the threat of the strike weapon give teachers very real power to influence administrational activities.

With regard to students and technology, administrators need to be aware of the fact that many of the jobs for which students now in school must be trained have not yet been identified. Yet, the school must at least provide the foundations for their entry into these jobs that now are not identifiable. The implications of technology development necessitate a re-evaluation of every phase of school operation. The specific patterns of activities in school evolving or related to the technological development are not yet clearly identified. Thus the problems that are posed mean

seeking for a solution, adjusting conditions to that solution, and attempting to identify new problems all simultaneously. The new challenges facing educational leadership can be interpreted to mean that new types of leadership are now necessary. It is proposed that the institution of science may offer a suitable approach for this particular change. Science seems to be one institution based on and geared for change. It is built not only to adapt to change but to overthrow old patterns and create change. Many of the challenges facing today's administrators are basically knowledge gathering and truth requiring dilemmas. Administrators are not physical scientists, however, it must be recognized that the process of problem solving, conflict resolution, and recognition of dilemmas are nevertheless related to the academic pursuit of truth.

In order for the scientific approach to flourish, the proper climate must be established; it must be such that political and socially equality as well as freedom of opinion prevails. Obviously a democratic rather than an autocratic atmosphere is mandated. It is against forms of totalitarianism, dogma, and blind obedience. It promotes a much broader participation in decision making and creativity on the part of all individuals within the organization or the system. However change solely for the sake of change is not desirable, therefore the administrators must be interested in change which leads to progress. Change involves some risk and many traditionally minded administrators may be unwilling to take that risk. Although each individual administrator will vary in his response to change, Millman (1974) states

> Most administrators who work in schools would prefer to operate under strongly defined institutional roles. It is probably easier to work with a predefined script but it is also less exciting and creative than if one had shed his institutional role.

One version of the skills necessary for success in educational administration was expressed by Katz (1955) when he stated

> It is assumed that the administrator is one who directs the activities of other persons and undertakes the responsibilities of achieving certain objectives through these efforts. Within this definition successful administration appears to rest on three basic skills called technical, human, and conceptual.
>
> Technical skill is an understanding of, and proficiency in specific kind of activity particularly one involving methods, processes, procedures, or techniques. It involves specialized knowledge, analytical ability within that specialty, and the facility and use of the tools and techniques of the specific discipline. Most of our vocational and on-the-job training programs are largely concerned with developing this specialized technical skill.
>
> Human skill is the administrator's ability to work effectively as a group member and to build cooperative effort within the team he leads. Human skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives his superiors, his equals, and his subordinates. The person with highly developed human skill is aware of his own attitudes, assumptions, and beliefs about other individuals and groups; he is able to see the usefulness and limitations of these feelings. He is equally skillful in communicating to others, in their own contexts, what he means by his behavior. Such a person works to create an atmosphere of approval and security in which subordinates feel free to express themselves without fear of censure or ridicule.
>
> Conceptual skill involves the ability to see the enterprise as a whole; it includes recognizing how the various functions of the organization depend on one another. An understanding of how changes in one part may effect all of the others and the capability of visualizing the relationship of the individual businesses, to the industry, the community, and the economic forces as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way that advances the overall welfare of the total organization.

Public education, including vocational education, requires administration that is the making and enacting of decisions. It is a responsibility of the people of local communities, the state and federal agency. Accomplishment is in part through direct action of citizens themselves or the action of representative bodies, and in part through the services of professional

educators employed by the people. The determination of what is wanted in vocational education, and from it, is a most important responsibility of the whole citizenry. How to attain what is agreed upon is generally considered a basic responsibility of the professional administrator. There are many definitions of vocational administration. One which includes every responsibility for which administration may be held accountable. A second places emphasis on organizational management and separates it from policy making. A third standardizes and impersonalizes administrative operations through job description, formalized work flow, and bureaucratic working patterns. A fourth depicts the tasks of developing, managing, maintaining, decision making, operating, interacting, and adjusting. A summation of the above definitions and countless others contains two common elements. The first usually denoted as planning, policy making, and decision making. The second as leadership and management, execution, operationalizing or directing. One version of this capability is given by Wenrich (Wenrich and Wenrich, 1974)

> The leadership function requires the capacity to "live ahead" of his institution; to interpret his institution needs to the public and the public's needs to his institution; and to conceive and implement strategies for effecting changes required for his institution to fulfill its purpose. The management function requires the capacity to arrange and operate his institution in a manner which elicits an efficient and effective effort of the total membership of his institution towards its purpose. The first emphasizes creative planning, initiative and future-facing boldness; the second stresses efficiency and productivity through team work and the consideration of others.

It cannot be disputed that a dichotomy exists in the responsibility of a vocational administrator.

Need for the Study

Prior to 1965 the programs of vocational education existing in the Commonwealth of Pennsylvania followed a pattern very similar to that which existed nationwide. The facilities for and the concentration of instruction in vocational-industrial education was mostly in the areas of higher population. Thus all of the large cities and the larger school districts had some facilities available for instruction in vocational industrial education. The rural areas of the Commonwealth exhibited many comprehensive high schools usually with lower public enrollment than in the cities and the vast majority of these schools incorporated instruction in vocational agricultural education. Thus the instruction in vocational agricultural education was primarily in the rural areas and vocational industrial education instruction in the urban areas.

A review of vocational education in Pennsylvania since that time has given evidence of an amazing transformation. The transition from small vocational departments in comprehensive high schools to huge area vocational-technical schools has occurred state-wide. This growth in facilities for and the corresponding increased enrollment in vocational programs has been phenomenal in Pennsylvania. Corresponding changes in the problems of vocational technical administrators have and are increasing. The statement by Brown (1970) that administrators face the most difficult task during a period of rapid and extended growth is classified by many administrators as a gross understatement.

Increased responsibilities in management included transportation, payroll, food service, and scheduling. Corresponding increases in planning

responsibility were evidenced by demands for policy making on calendars, collective bargaining, instructional programs, and budgets.

The majority of vocational administrators in Pennsylvania had completed the required preparatory programs prior to the transition from small comprehensive high schools to large area vocational-technical schools. Fortunately the experience that they had gained as part of the comprehensive high schools provided a good foundation for the additional skills and capabilities which they had to develop. Thus the transition from one type of facility and smaller programs to another type of facility and larger numbers of programs was successfully made. For a short period of time there was a definite shortage of capable administrators but temporary measures and provisions enabled the state to survive that particular problem. Many techniques which were very helpful were employed in connection with the transition. Additional emphasis was placed on planning and the skills and techniques needed to facilitate planning were developed. One of these techniques was entitled Projected Program of Activities. This particular technique required administrators to think ahead for at least a year into the future and to identify and project those activities, which the plan for the coming year would dictate, as most desirable. At the end of that particular year an accounting would occur and thus would provide additional skill, knowledge and concepts for the planning for subsequent years. Many considered this to be the first step in the phase of instituting another technique known as program-planning-budgeting systems. This technique introduced a more comprehensive and complicated method of identifying and guiding the planned growth of an educational institution. These concepts

have been very beneficial to vocational education in Pennsylvania and it has been surmised that additional benefits will be derived in the future as this type of planned development continues.

Statement of the Problem

The continued success and expansion of vocational education was evidence of the capabilities exhibited by administrators of vocational education. These individuals, mainly through experience, had developed those skills which were vital to good programs of vocational education. It was obvious that they had learned to cope with the problems of establishing, operating, and expanding programs of vocational education in Pennsylvania. It was also evident that the majority of these administrators were at or approaching the age of retirement. Thus it was important that these knowledges and skills and techniques which they had developed be identified so that their replacements could at least be equally capable. An assessment of strengths and weaknesses as an administrator was vital to continued excellence and survival of vocational education. Likewise it was of importance to these individuals to be informed of weaknesses and strengths, which might not be readily evident to them, through some method or procedure. This was stated by Valentine (1975)

> It is important for the administrator to have continual personal assessment not only of the organization but of his contributions and shortcomings for identifying the goals and satisfaction of the individuals within that organization.

It was in an attempt to satisfy these objectives that this study was conceived. The main problem of the study was: "What are the capabilities of the vocational administrators in Pennsylvania?"

Predicated on the theory that administration includes both management and planning functions, the following study questions were identified:

1. What was the ratio of time devoted to management functions as compared to planning functions?
2. What were the administrators' self-rated strengths in management and planning responsibilities?
3. What were the administrators' self-rated weaknesses in management and planning responsibilities?
4. What were the administrators' recommendations for developing capabilities of future administrators?

II

REVIEW OF THE LITERATURE

Introduction

The sources reviewed for this investigation included books, periodicals, journals, dissertations, and unpublished materials. It became readily apparent that interest in vocational administration, as reflected by publications, had received increased attention since the 1960's. It could be theorized that this increased interest developed parallel to the increased interest in vocational education which started in the early 1960's.

The following categories were selected for classification of the literature:

1. Studies and publications reflecting performance of the vocational administrator.
2. Studies and publications relating to the role of vocational administrator.

Studies and Publications Reflecting Performance of Administrators

The effectiveness with which a vocational administrator functions in his position was usually determined by the overall performance of the organization. It was infrequent that the effectiveness of the vocational administrator was measured by his individual actions and traits. It was an assumption of this study and thus a direct influence on the review of the literature that the role of the vocational administrator could be specificlly identified and measured on the basis of the performance

of the administrator alone and not upon his effect on the total organization. The studies reviewed below attempted to reaffirm this assumption.

The Texas Education Agency, Division of Occupational Research and Development (1975) conducted a study to identify the tasks performed by the secondary vocational technical directors and to determine the amount of time spent on the performance of these tasks. Their conclusions indicated that among the first five tasks in terms of rank by percentage of respondents performing the tasks, four of these were tasks in the planning, organizing, and administering the education enterprise section. They stated that the implications for curriculum development are evident. For example, while the nine top ranked tasks constitute only 16 percent of the tasks performed, approximately 25 percent of the directors time is spent on these tasks. Finally they concluded that the professional preparation of vocational administrators be revised or developed using similar occupational analysis procedures based upon professional tasks performed by practicing vocational administrators.

Dethy (1974) completed a study evaluating competency statements compiled in a certification alternative project in an administrative curriculum. The competencies were listed according to supervisory roles in the survey. He concluded that four general roles were enumerated with their accompanying responsibilities. These roles were: instructional leader, personnel leader, community leader, and school manager.

The Broward County Assessment Center (1970) identified a list of variables considered essential to the principal, teacher, and county administrator. Planning and organization, decision making, and scholastic

ability were the highest rated variables among the principals and administrators. Many competencies were listed in a study Department of Occupational and Technical Education for Texas, (1972). These findings were compared with competencies needed by vocational administrators and supervisors. The comparison showed a need by vocational education administrators for all the common competencies plus a need for more specific vocational education competencies. A list of 93 competencies needed by vocational administrators and supervisors (Ward, 1970) were rated by 109 vocational administrators and supervisors in Kentucky (Feck, 1975). Twenty competencies were rated as very important or important.

The future development of administrative leadership needed to maximize vocational education was considered by Strong (1974). He recognized a need for more expertise in planning, staffing, facilities, community involvement and advisory committees.

Pyle (1976) in a recent thesis titled, "Identification of the Competencies Required of Vocational Education Administrators and the Methods of Translating the Competencies into Learning Experiences" concluded that:

1. By virtue of the consensus of the vocational education administrators who responded it would seem that a single preparation program could serve vocational education administrators at all levels.

2. Important competencies of vocational education administrators can be identified by a sample of vocational administrators in the field.

3. Specific methods of translating each competency statement into one or more learning experiences can be suggested by vocational education personnel.

4. Competencies of vocational education administrators can be listed according to major areas of responsibility.

5. The levels of vocational education administration have a direct bearing on how and to what extent particular competencies are performed.

6. The methods of internship, course work, and on-the-job learning were most often judged as the best methods of translating the 95 competencies into learning experiences.

Kasper (1976) completed the dissertation titled, "Effective and Ineffective Critical Administrative Behaviors as Reported by the Local Vocational Education Administrators within U.S.O.E. Region 5." According to this study, effective supervisory practices include:

1. Conducting conferences with student, teacher, parents, employers, and outside agencies to discuss student problems.

2. Conducting meetings with school personnel to suggest ways to improve program operation.

3. Suggesting ways for teachers to improve instruction.

4. Providing positive reinforcement to students who require extra help.

5. Recruiting and hiring qualified personnel.

His conclusions included the following points:

1. To a large extent, the requirements critical to a vocational administrators effective performance are related to the stimulating, coordinating, and allocating processes; and to a lesser extent to the planning and evaluating processes.

2. The scope of the local administrators role appeared extremely broad. It included many critical behaviors in all five administrative processes. Thus, a leadership development program, designed to prepare personnel for positions within center, district, or city settings must be comprehensive.

Ericksen (1975) completed the thesis entitled, "An Anlysis of the Local Vocational Program Director in Minnesota." One of Ericksen's conclusions was: The primary categories in the local program director's expected role as perceived by the reference groups in order of their priority were,

1. Public relations
2. Administrative and supervisory
3. Research activities
4. Community interaction
5. Curriculum and instruction
6. Professional activities

Studies and Publications Related to the Role of Administrators

Loudermilk and Webb (1973) concluded from their study in Texas that:

1. The role of the vocational director was understood by both directors and principals.
2. Little association existed between the perceived role of directors and the line and staff relationships utilized by local school districts for administrative purposes.

3. An association did exist between the perceived role of directors and the type of school district. Directors in single school districts seem to be more concerned with day-to-day operations of the program; whereas directors in multi-school districts showed more concern for all planning and development.
4. A lack of understanding existed between directors and principals as to the line and staff relationship of these two persons within the administrative structure of many local school districts.
5. The type of school district was associated with the preferred title of directors.

The Alabama Research Coordinating Unit for Vocational and Technical Education (1976) completed a study to clarify the role of the local director and the area vocational center administrator in local educational agencies. They conclude that:

1. Opportunities should be provided during inservice meetings and other professional meetings for examining the "ideal" functions of local vocational administrators. Particularly those functions which exhibited greatest diversity and perceptions by respondent groups. Through such discussions, philosophical or conceptual differences regarding what should be the role of the local vocational administrator could be examined.
2. Local vocational administrators should consider several broad areas where relatively more emphasis is needed. Among others, these areas included: Long-range planning, utilizing advisory committees, meeting local needs, and assisting teachers in keeping abreast of new skills required by technological developments in their fields.

3. More extensive and controlled studies of role perceptions, should be conducted, including studies of positions within the state Department of Education and vocational teacher education institutions.
4. Other studies might be made to determine functions best suited for delegation and functions appropriate to the local administrator himself.

A recent study (Patterson, 1976) reported variation in the perceived role of vocational director. The continuing expansion of vocational education will thrust the director into a more prominent position. Therefore, he concluded it is imperative that the role functions be clarified.

In a dissertation dealing with the "Leadership Beavhior of Selected Local Directors of Vocational Education in Tennessee" by Aiken (1977), it was concluded that subordinates were realistic in observing the behavior that was exhibited by the local director. The findings reflected that the majority of vocational teachers did not have the clear understanding of how ideal directors should behave. Since ideal behavior was rated consistently higher than actual behavior, it was concluded that local directors evidenced a need to upgrade their job performance. Likewise, subordinates saw a need for local directors to upgrade their skills by rating ideal behavior higher than actual behavior. The findings indicated that local directors were more effective in accomplishing tasks than in inter-personal skills. Finally it was concluded that the subordinates had not been exposed to a systematic job description; subordinates did not have a consistent, firmly established theoretical model of ideal leader

behavior. He recommended that a well defined job description emerge, incorporating the ideas of both local directors and vocational teachers. In addition, inservice activities could help provide a more realistic view of the role of the local director.

III

PROCEDURES AND FINDINGS

The purpose of this study was to establish a competency profile of vocational administrators in Pennsylvania. A secondary purpose was to identify the opinions of the directors' concerning the methods of preparation of future administrators. This chapter describes procedures used in the development of an instrument, selection of the population and sample, collection of data and analysis of data.

Development of the Instrument

An extensive and exhaustive search of the literature and of other research revealed that the most common method of judging administrator effectiveness was by measuring and evaluating the activities of his teachers and students. Thus it was not possible to identify an instrument for this study on the basis of this review. It was possible to identify from the review of the literature many of the traits, skills, and competencies which administrators exhibit.

Other searches through sources such as ERIC, and the University Microfilms and Abstracts were conducted. Evaluative instruments from the Center for Vocational Education at Ohio State and from the Florida State ACTIVE Project were reviewed and studied for competencies.

A series of interviews with employed vocational administrators were conducted in an attempt to identify the more important competencies of vocational administration. This source proved to be especially valuable for purposes of identification of vital competencies.

The combination of these processes resulted in a tentative instrument consisting of two divisions. One division devoted to management competencies included five sub-groups. The division devoted to planning included four sub-groups. This tentative instrument was then reviewed by a class of graduate students at The Pennsylvania State University who were enrolled in a preparatory administrative course to assist in establishing the validity of the specific items.

The instrument was revised as a result of the information gathered from the graduate students and then was arranged in a draft format. The second revision of the instrument was mailed to the 18 directors of vocational education in the comprehensive high schools throughout Pennsylvania; this was done to increase the validity of the instrument. It was decided to utilize these individuals as a jury of experts to review the instrument. They would not be part of the population of the study, however the positions which they were successfully fulfilling as Directors of Vocational Education in a comprehensive high school involved many of the same competencies that were vital to a director of an area vocational technical school. The preparatory program which these 18 individuals had completed was identical to the preparatory programs that were completed by directors of area vocational-technical schools. Their close working relationship with directors of area schools and the state administrators of vocational education provided an expertise that was ideally applicable to this study.

The information from these individuals was then used to revise the instrument into its final form. A copy of it is in Appendix A.

Population and Sample

The sample for this study consisted of vocational administrators who were successfully involved in a program of vocational education at one of the area vocational-technical schools in Pennsylvania. The area vocational technical schools in Pennsylvania were organized either under a joint operating committee or under an intermediate unit. A joint operating committee consisted of a school board composed from elected school board members from the participating school districts. The board members from the participating school districts exercised all of the required functions of elected public officials. One of these functions was to employ a vocational director for the area vocational-technical school. The operating board of an intermediate unit in Pennsylvania also can exercise the responsibility of operating the area vocational-technical schools. The elected officials from the school districts and the intermediate unit constitute an operating board for the intermediate unit and thus this operating board can also serve as the public agent to operate an area vocational-technical school. Under this organizational pattern the operating board of the intermediate unit would employ the director of the area vocational-technical school. It was these directors of the local school districts who constituted the population for this study.

The final version of the instrument with an accompanying letter was mailed to the 75 individuals in those positions in Pennsylvania. Thus the total population of administrators of area vocational-technical schools, whether operated by a joint committee or an intermediate unit committee, constituted the sample for this study. The study population was identified

from the Directory of Vocational Education Personnel which is published annually by the Department of Education in Harrisburg, Pennsylvania.

The directors in the sample represented varying years of tenure in their position, extensive differences in background educational experiences, and differing preparatory programs. The one distinctive characteristic vital to this study which was exhibited uniformally by all of the directors was the fact that they were functioning in the capacity as a director of an area vocational-technical school. In this capacity they were regularly being confronted with the problems of administration which were the topics of inquiry of this study.

Collection of Data

The instrument along with a return stamped envelope was sent to the 75 functioning directors of area vocational-technical schools in Pennsylvania. A cover letter was enclosed explaining the purpose of this study and reemphasizing the response system to the enclosed instrument.

A total of 48 data collecting instruments were completed by these directors and returned to the researcher. This 64 percent response represented all three regions of the Commonwealth of Pennsylvania. The state administration of vocational education in Pennsylvania functions through three regional offices. These offices are located in Eastern Pennsylvania, Central Pennsylvania, and Western Pennsylvania. The philosophy of such an organization assumed that all three regional offices placed the same interpretation on policies and practices throughout the state. However personalities do become involved in this type of an organization and thus it was thought to be particularly desirous to have

representative responses from all three regions. The initial response was successful in this respect and the responses from the various regions were truly representative of the numbers of operating vocational schools in each region.

The data was extracted from the instruments and entered onto computer cards so that the computer facilities at The Pennsylvania State University could be utilized for the analysis of data. The Statistical Package for the Social Sciences was the program utilized in analysis. This program provided an analysis on the basis of means, variance, standard error, and standard deviation.

Analysis of the Data

The directors of vocational education were asked to indicate the percentage of time that they devote to the planning and management functions. The response to this portion of the instrument revealed that 67 percent of their time was actually spent in activities involved in management and that 33 percent was spent in the activities of planning. This ratio of approximately twice as much time being spent in management activities as compared to planning was an affirmation of the comments frequently heard from school administrators. They universally recognized that a disproportionate amount of their time has to be devoted to the day-to-day activities of management, and thus a smaller percentage of time in their busy schedule is available for planning.

The directors were also asked to give an indication of what would be a desirable apportionment of time between planning and management. The responses indicated that they viewed a desirable time ratio as being approximately 1 to 1. It was their collective opinion that 49.6 percent should

be devoted to planning activities under a desirable arrangement and that 50.4 percent should be devoted to management. Again a slightly larger percentage of time being devoted to management is evident but the differential between that and planning time is very small.

Analysis by Individual Items

The analysis of the data regarding the capability with which the directors perform the 56 individual competencies was completed. This analysis revealed that the range of performance with confidence on these competencies by the directors was from a high of 67 percent to a low of 15 percent. The competency in which the directors felt most confident of their performance was that competency of "coordinate the activities of the professional staff." The competency in which the directors felt they performed in a least confident manner was "prepare a student bill of rights."

Table 1 on page 25 shows the 15 competencies receiving the higher ratings of being performed with confidence. These 15 competencies endorsed by more than half of the directors as being performed with confidence revealed that ten competencies having to do with management responsibilities received this endorsement. The remaining five competencies were those devoted to planning responsibilities. This ratio of management to planning responsibilities undoubtedly has some relationship to the actual percentages of time devoted to these two activities as reported above.

The nine competencies rated as being performed with confidence by less than 30 percent of the directors are shown in Table 2 on page 26. These competencies range from a low of 15 percent to a high of 27 percent.

TABLE 1

COMPETENCIES PERFORMED WITH MAXIMUM CONFIDENCE

Competency	Percent
Coordinate the Activities of the Professional Staff (M)	67
Prepare the Budget (P)	63
Coordinate the Activities of the Non-Professional Staff (M)	63
Be Available to Provide Counsel (M)	60
Know Certification Status of all Professionals (M)	58
Make Meeting Space Available for Meetings (M)	58
Determine the School Admission Policies (P)	58
Maintain a Teacher's Handbook (M)	56
Select and Recommend New Staff Members (M)	56
Publish Policies on Operations Procedures (M)	54
Develop Guidelines Needed to Establish Rapport with Local Industries (P)	52
Develop Reliable Sources for Advice on Monetary Matters (P)	52
Plan and Affect Current Budget Changes (P)	52
Coordinate the Recruitment and Selection of Students (M)	52
Endorse the Student's Handbook (M)	52

NOTE: (M) Management Responsibility
(P) Planning Responsibility

TABLE 2

COMPETENCIES PERFORMED WITH MINIMUM CONFIDENCE

Competency	Percent
Prepare a Student's Bill of Rights (P)	15
Establish an Industrial Review Board to Make Available to Students the Employment Potentials and Employment Figures in Geographical Terms (P)	17
Effect Compensatory Measures for Minority Groups (M)	19
Update Student's Role in Decision Making (P)	3
Explore the Potential of a School-Community Steering Committee that can Act on Evolving Proposals for any Joint Activities (P)	25
Analyze Developing Community Needs and the Ability to Absorb Graduates (P)	27
Define a Set of Activities that an Academic Committee May use to Interpret Present and Future Movements in all Vocational Programs (P)	27
Include Students, as Members, on Governance and Advisory Committees (M)	27
Operate an Efficient System of Data Collection and Report Submission (M)	27

NOTE: (M) Management Responsibility
(P) Planning Responsibility

It was noteworthy that six of these competencies were planning responsibilities and the remaining three were management responsibilities.

The analysis of the performance with the capability of competence showed that the range of performance to this degree was from a high of 65 percent to a low of 25 percent. The activity receiving the highest endorsement of being performed with competence was "Analyze developing community needs and the ability to absorb graduates." This was an activity that was listed under the planning responsibilities. The activity receiving the lowest rating of being performed with competence was an activity in the management section of responsibilities. This activity was "Coordinate the activities of the non-professional staff."

The directors self-rated performance on all 56 competencies was an overwhelming indication of performance with either confidence or competence. The ratings of performance by either hesitance or reluctance ranged from a high of 31 percent to a low of 0.0 percent. The two items rated as being performed with hesitance or reluctance by 31 percent of the directors were: "Prepare a student's bill of rights" and "Update student's role in decision making." Both these activities were part of the planning responsibilities. Therefore the combination of being performed with confidence and competence ranged from a low of 69 percent to a high of 100 percent. This evidence reaffirmed the obvious. Pennsylvania directors of vocational education were successfully operating the states' area vocational-technical schools.

The complete listing of the responses to all 56 items in the instrument are found in Appendix B.

The directors of vocational education were asked to give their opinion as to the appropriate method of preparing their replacements to have capabilities in the planning and management responsibilities. It was thought that this information would be particularly valuable to the continued successful operation of vocational education in the Commonwealth of Pennsylvania. The directors were asked to choose from preservice, internship, or inservice preparation.

The opinions expressed by the directors represented a wide variation as to the appropriate method or methods of preparation. The most frequent method of preparation that was endorsed by 50 percent or more of the responses was the inservice type. The inservice preparation was endorsed by 50 percent or more directors as being appropriate for 16 of the administrative competencies. The range of endorsement was from an arbitrarily chosen low of 50 percent to a high of 63 percent. The competencies endorsed for this kind of preparation included seven having to do with planning responsibilities and nine having to do with management responsibilities. The competencies recommended for inservice preparation are shown in Table 3 on page 29.

The preservice method of preparation was endorsed by the opinions of more than half of the directors for only one competency. A total of 58 percent of the opinions endorsed the preservice method of preparation as being suitable to the competency of "Prepare a student's bill of rights." This competency was endorsed as a planning responsibility and was one of the few competencies where the majority opinion was greater than the sum of the other two choices of methods of preparation. The directors were permitted to indicate one or more methods of preparation in their opinions

TABLE 3

COMPETENCIES ENDORSED FOR INSERVICE PREPARATION

Competency	Percent
Enforce an Adopted Student Bill of Rights (M)	63
Evaluate Professional Staff Members (M)	60
Provide for Resource Persons to Enrich Instruction (M)	60
Update the Goals and Objectives with Other Professionals such as Planning Unit Members, AVTS Staff, and Participating Districts (P)	58
Revise the Educational Program Plan with the Professional Advisory Committee (P)	56
Identify and Utilize Community Resource Persons for School-Community Relations (P)	56
Develop Educational Programs to Meet Future Community Needs (P)	56
Arrange Inservice Activities (M)	56
Establish an Industrial Review Board to Make Available to Students the Employment Potentials and Employment Figures in Geographical Terms (P)	54
Develop Sources of Information and Keep Informed about Current and Future Community Trends (P)	52
Select and Recommend New Staff Members (M)	52
Adjust Placement and Follow-up Procedures to Changing Community Trends (P)	50
Coordinate the Activities of the Professional Staff (M)	50
Coordinate the Activities of the Non-Professional Staff (M)	50
Participate in Grievance Process (M)	50
Evaluate Curriculum Efficiency and Effectiveness (M)	50

NOTE: (M) Management Responsibility
(P) Placement Responsibility

on this part of the instrument and therefore the definite endorsement of one method over the other two did not exist except in a few of the expressed opinions.

There was only one competency endorsed as being most suitable to the internship method of preparation. A total of 50 percent endorsed this method of preparation as being suitable for the competency "Decide fiscal details with planning unit professionals." In comparison with the one competency endorsed as being most suitable for preservice preparation, this competency endorsed as most suitable for the internship method did not represent a total majority of opinions. The other two methods of preservice and inservice preparation constituted a combined endorsement by 71 percent of the directors and thus the variation mentioned above was illustrated by these opinions on this competency.

The total responses to all competencies by the directors of vocational education are found in Appendix B.

Analysis by Subgroups

The data was also analyzed according to the nine subgroups on the questionnaire. Each response indicating a category of capability was assigned a value of one. No response was assigned a value of zero for statistical purposes. The one major division of Planning contained four subgroups, they were: School-Community, Staff-Pupils, Finance, and Goal Objectives. The five subgroups under the major division of Management were: Students, Operations, Finance, Personnel and Curriculum-Instruction. This analysis was performed in order to determine whether the directors of vocational education exhibited a different profile of strength and

weaknesses according to the subgroups. The previous individual item analysis could not adequately describe the profiles of the directors according to these subgroups. An understanding of the reactions to these groupings of items would readily provide additional information concerning the performance of the directors.

The School-Community subgroup analysis revealed that the composite responses by the majority of the directors of vocational education were performed with confidence. There was a minimal indication of reluctance on the part of the directors in this subgroup, but nevertheless an indication of this capability was evident.

The second subgroup of Staff-Pupils was also rated as being performed in the category of competence by the greater number of the directors. A larger indication of reluctance was evident as compared with the subgroup of School-Community, but the indication of weakness was minimal by comparison. It was noted that the indication of reluctance in this subgroup was the larger of the four subgroups in this particular division of planning. The competence rating assigned by the directors to this group was evidenced by a larger mean than the competence rating that had been assigned to the previous group of School-Community. The greater number of items rated as being performed with hesitancy, in the division of Planning, were in the Staff-Pupils competencies.

The third group of competencies was in the category of Finance. The majority of the directors rated their performance as being with confidence. The rating of confidence in Finance represented the highest performance rating in the Planning Division. The indication of performance with reluctance was smaller than in either of the two previous subgroups.

The fourth subgroup was Goals-Objectives. Again the majority of the directors rated their performance in this grouping of items as being performed with competence. This subgroup of Goals-Objectives resulted in the directors showing a larger rating of competence in performance of the activities than any of the other three subgroups in this division. There was a comparatively smaller indication of any performance with reluctance in this grouping. Reluctance rating of performance was smaller than in the first two groups and was equal to the Finance group.

The subgroups in the division on Management were subjected to identical analysis. This was done on the assumption that an analysis of the grouping would reveal different traits and capabilities as compared to the individual item analysis.

The analysis on the subgroup of Students revealed that a larger number of directors performed these competencies with confidence. Rated a close second was performance with competence. Even though there was overwhelming evidence that the two higher ratings of confidence and competence were predominate there was still a small amount of performance with reluctance, indicated. This was noteworthy because this was the only indication of performance with reluctance on any of the five subgroups under this division of Management.

The data revealed that the method of performance in the subgroup of Operations was also performed with confidence. Again the overwhelming method of performance was either confidence or competence but there was a more marked difference between the two ratings than had been evident in the subgroup dealing with Students.

The subgroup of competencies in Finance exhibited a unique characteristic. This was the only subgroup in the entire instrument where the performance rated as confidence and competence were equal. Both ratings were somewhat lower than in the previous two subgroups in this division but nevertheless they showed the same trend of capability being revealed.

The subgroup of items dealing with Personnel also exhibited unique data. The performance in this subgroup was rated as confident. This rating of performance with confidence in this subgroup was the highest of any of the five groups in this division. It revealed that this type of performance was exhibited by half of the respondents. Correspondingly this subgroup represented performance with confidence and competence to a greater degree than any of the other subgroups in either divisions.

The subgroup dealing with Curriculum-Instruction was the only subgroup in this division where the performance was rated as being that of competence. The other four subgroups were overwhelmingly rated as being performed with confidence. This subgroup showed that the performance being rated as confidence was smaller than any other of the subgroups in this division.

The complete listing of data showing the responses in all nine subgroups are presented in Table 4 on page 34.

An analysis was completed of the directors' opinions about the most appropriate type of preparatory training to achieve competence in the listed activities. Again it was assumed that a collective kind of an analysis according to the subgroups might reveal indicators that could not be detected by an analysis of the individual items.

TABLE 4

SUBGROUP MEANS OF PERFORMANCE RATING

Subgroup	Mean			
	Confidence	Competence	Hesitance	Reluctance
School-Community (P)	.336	.446	.060	.006
Staff-Pupils (P)	.307	.485	.152	.030
Finance (P)	.506	.408	.068	.003
Goals-Objectives (P)	.382	.507	.101	.003
Students (M)	.442	.412	.079	.023
Operations (M)	.471	.408	.063	.000
Finance (M)	.389	.389	.097	.000
Personnel (M)	.500	.427	.047	.000
Curriculum-Instruction (M)	.383	.496	.096	.000

NOTE: (M) Management Responsibility
(P) Planning Responsibility

The opinions expressed by the directors concerning the most appropriate method of achieving ability to perform the competencies required of that position were extremely varied. These expressed opinions did not represent as much evidence of agreement as had been exhibited in the Column A opinions. The groups in the Division of Planning revealed both some unusual and some comparable opinions.

It was the opinion of the directors that the preparation for ability in the competencies of the School-Community group could best be achieved through inservice education activities. This was the opinion expressed

by the greater number of directors but that opinion did not represent a majority. This rating of being achieved through inservice education was the smaller preference of the four subgroups in this division.

The directors' opinions on preparation for ability in the competencies of Staff-Pupils was again in favor of the inservice method of preparation. However, the sum of opinions in preservice preparation and in internship were almost twice as numerous as was the preferred one of inservice preparation.

The opinions endorsed the inservice method of preparation for the competencies in the subgroup of Finance. Again this composite opinion represented only the larger number and by no means was a majority representation of the opinions.

The opinions expressed by the directors in the inservice preparation for the group of Goals-Objectives was the highest of any of the four subgroups in the Division of Planning. This composite opinion represented the largest indication of unanimity of opinion of any of the groups in this division. However, as was true of the opinions expressed in all of the groups in this division, the endorsement of inservice preparation did not represent the majority opinion but rather the opinion of the larger number of directors.

The five groups in the Division of Management reflected comparable opinions on the most appropriate preparation for ability in these competencies. However, the resultant of the expressed opinions were more varied than had been evident in the groups having to do with Planning.

The opinions expressed by the directors so far as the proper method of preparation for the ability in competencies having to do with Students was

very much divided. The inservice method of preparation had a slightly higher endorsement than the internship. Nevertheless, a smaller but sizeable number of opinions endorsed the preservice method of preparation.

The opinions expressed in connection with developing ability in the competencies having to do with Operations represented the only endorsing opinion where Internship was the most desirable method of preparation. Again this represented only a slightly higher preference as compared to the inservice method of preparation. The expression of internship being the most appropriate method of preparation was the only such endorsement given to any of the nine subgroups in the instrument.

The opinions expressed on preparation for ability in the competencies of Finance was again an endorsement of the inservice method of preparation. The opinions expressed on preservice preparation was a smaller expression of this being an appropriate method than in any of the other four subgroups in this division.

The expressions of opinions on the appropriate preparation for developing abilities in competencies having to do with Personnel was again an endorsement of the inservice method. The opinions endorsed the inservice method for competencies in this group to a greater degree than in any of the other four groups in this division. It was evident that the inservice method for preparation of these competencies was the highest of any of the groups in the Management Division.

The opinions expressed by the directors in connection with developing abilities in the competencies of Curriculum-Instruction was again an endorsement of the inservice method. The internship method was rated as second most desirable and the preservice method as the lesser of the three methods.

The complete listing of data showing the opinions in all nine subgroups are shown in Table 5 .

TABLE 5

SUBGROUP MEANS OF RECOMMENDED PREPARATORY TRAINING

Subgroup	Mean		
	Preservice	Internship	Inservice
School-Community (P)	.274	.339	.417
Staff-Pupils (P)	.399	.330	.443
Finance (P)	.345	.420	.464
Goals-Objectives (P)	.326	.420	.500
Students (M)	.350	.396	.419
Operations (M)	.329	.471	.412
Finance (M)	.278	.340	.444
Personnel (M)	.352	.388	.490
Curriculum-Instruction (M)	.358	.442	.487

NOTE: (M) Management Responsibility
(P) Planning Responsibility

Analysis by Divisions

The data was also analyzed in the composite divisions of planning and management. This was done in order to get a more definite opinion as to the capabilities of the directors of vocational education in dealing with competencies in these two chosen groups of responsibilities.

The composite of the opinions expressed by the directors with regard to their capabilities of performance of the chosen competencies in the planning division showed an endorsement of performance with competence. The composite totals revealed that better than 50 percent of the directors were of the opinion that they were performing with the capability of competence. The second highest capability was that of confidence; this degree of capability was endorsed by approximately 10 percent fewer directors than was the capability of competence. It was assumed that the performance with hesitance and reluctance would be a very small percentage of capability by the directors, and this was exhibited in the composite analysis of the data.

The directors were of the opinion that they performed the competencies having to do with management responsibilities with confidence. Somewhat less than 50 percent of the directors endorsed this capability but it nevertheless was the most highly endorsed capability. The capability of competence in performance of the management responsibilities was a close second to the capability of performance with confidence. The differential between confidence and competence was much less than had been exhibited in the previous group of planning responsibilities. The performance with hesitance or reluctance was the opinion expressed by less than 10 percent of the directors of vocational education.

The two divisions of planning and management responsibilities were also analyzed to find the composite of the opinions dealing with the most appropriate method of preparation for performance of these responsibilities. The preservice preparation, internship preparation, and inservice preparation were the three possible choices for preparatory methods to be used in

the preparation of future administrators of vocational education. The inservice method of preparation received the endorsement in both groupings. The inservice method of preparation endorsement represented a larger portion of the opinions in the division dealing with planning responsibilities than it did in the division dealing with management responsibilities. This differential between the two groups was relatively small.

The wide variation of opinions noted in the analysis of individual items and in subgroups was also evident in the analysis of the divisions. Thus even though the inservice method of preparation received the endorsement of more of the directors, a combined total of opinions on the other two methods of preparation were much greater than opinions endorsing the inservice preparation method. This lack of a clear-cut endorsement by one method or another was caused by the directors expressing more than one opinion about the proper method of preparation for any individual competency.

IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was an investigation of self evaluated levels of competence of area vocational-technical school directors in Pennsylvania. The two areas of planning and leadership management were investigated plus the method of training with which skills in these two areas should be developed in future administrators. The questions raised which initiated the study were the following:

1. What was the ratio of time devoted to management functions as compared to planning functions?
2. What were administrators self-rated strengths in management and planning responsibilities?
3. What were administrators self-rated weaknesses in management and planning responsibilities?
4. What were administrators recommendations for developing capabilities of future administrators?

The sample group in this study was compiled of those 75 vocational school directors in the public schools of the Commonwealth of Pennsylvania who were elected either by a joint operating committee or those elected from the intermediate unit in that area. All of the directors were identified from the Directory of Vocational Education Personnel from the Bureau of Vocational Education in Harrisburg.

The instrument used to acquire data for the study was developed through the procedures of interviewing, assessment of the directors' opinions and

a review of the literature. Questions developed for the instrument were to serve a dual role. One role was to find the relative degree of importance each identified management or planning competency had in the total administrative process. In conjunction with this information, a choice was given as to which of three methods of training was thought most suitable for acquiring the competency; the three methods being preservice, inservice, and internship.

The instrument was divided into the two main functions of administration. The first was planning in which policy and decision making functions were listed and included the following subgroups: School-Community, Staff-Pupils, Finance and Goals-Objectives. The other function was management, the actual execution and operationalizing thereof included the following subgroups: Students, Operation, Finance, Personnel, Curriculum-Instruction.

Forty-eight out of 75 of the instruments were completed which represented 64 percent response. The acquired information was analyzed by computer programming. When the data was analyzed, it was found that administrators utilized 67 percent of their time in management activities and 33 percent in planning activities. It was felt by them that the ratio of time spent on these two activities should be equivalent. "Coordinating activities of the staff: was the task performed with the most confidence; "Preparing a student bill of rights" and "Updating student's role in decision making" were performed with the least confidence. Overall, planning activities were performed with less confidence than management activities.

"Meeting the community's needs in job placement" was the activity that most administrators performed with competence. The lowest overall competence was "Coordinating activities of the non-professional staff."

Of all the subdivisions of activities, finance was the only area that administrators felt their performance with confidence and competence were equal.

Inservice training was felt by the administrators to be the most effective method of training their replacements in most of the competencies. There was only one competence which over 50 percent of the administrators decided could best be acquired in preservice training. The overall differential between the types of training which were most suitable to acquire competencies was relatively small. It was found that more than 50 percent of administrators were performing their tasks with competence and very few with reluctance.

Conclusions

The response ratio of better than 64 percent for the group of directors was considered to be a high percentage of response for the type of study. It was evident that the directors had professional interest and concern for the planning of future administrators programs.

The respondents saw a need for change in the overall time spent in management activities versus planning activities. They had devoted most of their time to management and operation of the school. The directors actually spent two-thirds of their time on the day-to-day activities of management. They felt that this should be reduced to 50 percent and thus permit an increase in the time available for planning. It was concluded that the increased importance of long range planning, the evaluation of management systems, and the continued critical need for fiscal credibility were reflected in this opinion. Directors schedules were evidently filled with

responsibilities which could be delegated to other personnel involved with the management of the school. This delegation would allot more time for directors to engage in planning activities. The present trends in accountability, the publics' interest in educational matters and the responses from the directors all indicated that directors should be devoting more time to planning activities.

Other studies noted in the Review of Related Literature also revealed that there was need for more time for planning. One study stated that an administrator should be a personnel leader. Dealing with students and incorporating their ideas into the operation of the schools was an area in which administrators felt reluctant to engage. The director's opinions on their high level of performance capability with confidence in the listed competencies reflected the proportion of time spent on professional activities. Two-thirds of those competencies performed with confidence were management activities. One-third were planning competencies. These were identical percentages to the time commitment that they reported. Likewise their opinions on the competencies performed with little confidence revealed the same alignment. Two-thirds of the competencies rated by less than 30 percent of the directors as performance with confidence, were in planning activities. One-third were in management activities. The two competencies, rated by more of the directors as being performed with hesitance or reluctance were both planning activities. "Planning a student bill of rights," was the activity in which administrators functioned with the least confidence; "Updating the students role in decision making" was planned with reluctance and hesitation.

Analysis of the data indicated that the directors felt more competent in the more traditional vocational director responsibilities such as the following: "coordinate the activities of the professional staff," "prepare the budget," "be available to provide counsel," determine school admission policies" and "develop guidelines needed to establish rapport with local industries." They performed the following issues with reluctance: "prepare a student's bill of rights" and closely related "establish an industrial review board to make available to students the employment potentials and employment figures in geographical terms," "effect compensatory measures for minority groups," and "explore the potential of a school-community steering committee that can act on evolving proposals for any joint activities."

The subgroup of Finance activities was the only one in the Planning Division in which the majority of the directors expressed confidence in their performance. The other three subgroups achieved a rating of competence. It was concluded that the responsibility of the annual budget planning had developed the capability in this subgroup. A parallel deduction would conclude that less planning had occurred in the other three subgroups. The subgroup of Personnel activities was the only one in the Management Division in which the majority of the directors expressed confidence in their performance. This was contradictory to the basic concept of educational administration which depicts the administrator as relating more to the non-personal activities of land, finance, buildings, and policy-making. This was interpreted to infer that there was not a definite assignment of responsibility between the administrative and supervisory functions.

The contrast between planning activities and management activities in Finance were noteworthy. By comparison with all other subgroups in each division, the greater number of directors were most capable in planning and least capable in management. This reflected the reality of the organization that required the professional wisdom of the director in fiscal planning, but delegated fiscal management to a specialist. The specialist involved the director when differences from the adopted planning occurred. The comparison of Planning and Management Divisions revealed that more directors expressed a higher capability in management activities than in planning activities. It was concluded that this paralleled the percentage of time that was reported by the directors. It could also be interpreted to mean supervisory and administrative responsibilities are not sufficiently delineated and delegated. Most of Pennsylvania's vocational directors went through a preparatory program, to learn the competencies that were needed to be an effective director before 1965. Accountability to the public, reaching the disadvantaged groups and involving students in school policy-making were not as important when the area vocational-technical schools began operating as now. Some of these current topics were activities endorsed by the directors as best being acquired through inservice training. Presumably this was the method which directors felt could be utilized to improve upon their own competence in these current topics.

The overall preferred method of preparation for replacements was inservice training. Many of these competencies were of the type that could lend themselves best to "on-the-job training" which was inservice training. The following are such examples: "enforce an adopted students' bill of rights," "evaluate professional staff members," "identify and utilize

community resource persons for school-community relations," arrange inservice activities," and "develop sources of information and keep informed about current and future community trends." There was one competency, "preparing a students' bill of rights," which the majority advocated preservice training to the best. Writing or preparing a students' bill of rights would have basically the same context at any school and would conform with government regulations, but enforcing the students' bill of rights would have to acquiesce to individual school rules and regulations.

"Deciding fiscal details with planning unit professionals" was the only competency designated by more administrators to lend itself to internship training. Since budget decisions are crucial, it's imperative that a future director obtain practice during training such as that in an internship in making up budgets and other dicisions connected with fiscal matters. The inservice method of preparation was endorsed as most appropriate. The preservice method was considered to be least effective in preparation for administrative capability. The individual item analysis provided undisputable evidence of support. However, the analysis by subgroups, while supporting the same trend, revealed evidence of a contradictory nature. The subgroup of Goals-Objectives was the only endorsement of the inservice method by at least half of the respondents. Nevertheless, the total opinions on preservice and internship preparation in this subgroup were greater than those endorsing the inservice method. This was true to a more marked degree in all the other subgroups. It was evident that no definite endorsement of any one method of preparation was evident from the analysis by items, subgroups or divisions. It was concluded that the preservice and internship methods were judged less effective than the inservice method.

Recommendations

A study should be conducted utilizing opinions of instructors to verify the opinions of their administrators. A study should be made of administrators' professional experiences to explore this relationship to capability.

The administrative organization should be increased by the addition of a management specialist. This would enable the director to devote the desired time to planning functions.

Administrative and supervisory functions should be clearly delineated in the school organization and made the assigned responsibility of the proper professional position. A suggested model is the definite responsibility delegated to the fiscal specialist in the present organization.

The present preservice preparation methods should be revised to be more applicable to the performance of planning and management responsibilities of directors.

The internship and inservice methods of preparation should be used more extensively to develop performance capability of vocational administrators.

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APPENDIX A

APPENDIX A

DIRECTIONS:

We are trying to learn more about the professional strength and weakness of Vocational Administrators. Your feelings and attitudes toward the planning and management responsibilities listed below will help us to do this.

Ultimately this information will enable us to prepare competent replacements for you administrators who have pioneered area vocational education. Your opinions about where the professional skill should be acquired will be valuable information for our planning.

1. Estimate the percent of your total professional time devoted to each activity, during the past year, in the space labeled "Actual."
2. Estimate the percent of your total professional time that you feel should be devoted to each activity in the space labeled "Desirable."

Actual		Desirable
_____%	of total professional time devoted to planning	_____%
_____%	of total professional time devoted to management	_____%

Please indicate by marking (X) under:

1. Column A -- your feelings regarding your capability when confronted with accomplishing the planning or management function.
2. Column B -- your opinion as to the appropriate professional activity in which future administrators should acquire the needed capability to accomplish the planning or management function.

In the space marked comments, please write any additional responsibilities you feel should be included. If you do not think a responsibility is yours then draw a line through the entire item.

COLUMN A					COLUMN B		
Confidence	Competence	Hesitance	Reluctance	PLANNING RESPONSIBILITIES	Preservice	Internship	Inservice
				School-Community			
( )	( )	( )	( )	1. Analyze developing community needs and the ability to absorb graduates.	( )	( )	( )
( )	( )	( )	( )	2. Redefine the role of the school regarding community educational betterment programs. (i.e., continuing education, retraining, etc.)	( )	( )	( )
( )	( )	( )	( )	3. Develop guidelines needed to establish rapport with local industries.	( )	( )	( )

COLUMN A						COLUMN B		
Confidence	Competence	Hesitance	Reluctance			Preservice	Internship	Inservice
( )	( )	( )	( )	4.	Explore the potential of a school-community steering committee that can act on evolving proposals for any joint activities.	( )	( )	( )
( )	( )	( )	( )	5.	Develop sources of information and keep informed about current and future community trends.	( )	( )	( )
( )	( )	( )	( )	6.	Identify and utilize community resource persons for school-community relations	( )	( )	( )
					Staff-Pupils			
( )	( )	( )	( )	1.	Develop a staff position for student activities (i.e., grievances, activities, resources, etc.) that require long range planning.	( )	( )	( )
( )	( )	( )	( )	2.	Establish an industrial review board to make available to students the employment potentials and employment figures in geographical terms.	( )	( )	( )
( )	( )	( )	( )	3.	Determine the school admission policies.	( )	( )	( )
( )	( )	( )	( )	4.	Prepare a student's bill of rights.	( )	( )	( )
( )	( )	( )	( )	5.	Adjust placement and follow-up procedures to changing community trends.	( )	( )	( )
( )	( )	( )	( )	6.	Update students role in decision making.	( )	( )	( )
( )	( )	( )	( )	7.	Plan programs for disadvantaged/handicapped students.	( )	( )	( )
					Finance			
( )	( )	( )	( )	1.	Develop reliable sources for advice on monetary matters.	( )	( )	( )
( )	( )	( )	( )	2.	Prepare the budget.	( )	( )	( )
( )	( )	( )	( )	3.	Determine procedures for handling and accounting of funds.	( )	( )	( )
( )	( )	( )	( )	4.	Decide fiscal details with planning unit professionals.	( )	( )	( )
( )	( )	( )	( )	5.	Plan and effect current budget changes.	( )	( )	( )
( )	( )	( )	( )	6.	Identify potential increased costs and the consequences.	( )	( )	( )
( )	( )	( )	( )	7.	Identify faculty benefits cost and project these for x years.	( )	( )	( )

COLUMN A					COLUMN B		
Confidence	Competence	Hesitance	Reluctance	Goals-Objectives	Pre-Service	Internship	In-Service
( )	( )	( )	( )	1. Define a set of activities that an academic committee may use to interpret present and future movements in all vocational programs. (i.e., enrollment, expansion of facilities and faculty, new systems, etc.)	( )	( )	( )
( )	( )	( )	( )	2. Organize, analyze, and interpret data on emerging community needs and vocational education.	( )	( )	( )
( )	( )	( )	( )	3. Explore the potential for creating a labor-management represented board to bridge the gap between school and potential employment problems.	( )	( )	( )
( )	( )	( )	( )	4. Revise the educational program plan with the professional advisory committee.	( )	( )	( )
( )	( )	( )	( )	5. Update the goals and objectives with other professionals such as planning unit members, AVTS staff, and participating districts.	( )	( )	( )
( )	( )	( )	( )	6. Develop educational programs to meet future community needs.	( )	( )	( )

Comments:

COLUMN A					MANAGEMENT RESPONSIBILITIES	COLUMN B		
Confidence	Competence	Hesitance	Reluctance			Pre-Service	Internship	In-Service
					Students			
( )	( )	( )	( )	1.	Enforce an adopted student bill of rights	( )	( )	( )
( )	( )	( )	( )	2.	Include students, as members, on governance and advisory committees.	( )	( )	( )
( )	( )	( )	( )	3.	Adopt and administer non-discriminatory student regulations.	( )	( )	( )
( )	( )	( )	( )	4.	Effect compensatory measures for minority groups.	( )	( )	( )
( )	( )	( )	( )	5.	Coordinate the recruitment and selection of students.	( )	( )	( )
( )	( )	( )	( )	6.	Endorse the student's handbook.	( )	( )	( )
( )	( )	( )	( )	7.	Make meeting spaces available for meetings.	( )	( )	( )
( )	( )	( )	( )	8.	Make office facilities available for student club official business.	( )	( )	( )
( )	( )	( )	( )	9.	Be available to provide counsel.	( )	( )	( )
					Operations			
( )	( )	( )	( )	1.	Coordinate the activities of the professional staff.	( )	( )	( )
( )	( )	( )	( )	2.	Coordinate the activities of the non-professional staff.	( )	( )	( )
( )	( )	( )	( )	3.	Maintain a system of communication among students, teachers, and administrators.	( )	( )	( )
( )	( )	( )	( )	4.	Operate an efficient system of data collection and report submission.	( )	( )	( )
( )	( )	( )	( )	5.	Administer a records management system.	( )	( )	( )
					Finance			
( )	( )	( )	( )	1.	Utilize a committee to monitor all teaching and office equipment for the purpose of maintenance and replacement.	( )	( )	( )
( )	( )	( )	( )	2.	Have a committee evaluate newly proposed and monitor existing programs to ascertain financial details.	( )	( )	( )

( )	( )	( )	( )	3.	Receive and review regular reports on status of the budget.	( )	( )	( )
					Personnel			
( )	( )	( )	( )	1.	Maintain a teacher's handbook.	( )	( )	( )
( )	( )	( )	( )	2.	Publish policies on operations procedures.	( )	( )	( )
( )	( )	( )	( )	3.	Maintain current position specifications.	( )	( )	( )
( )	( )	( )	( )	4.	Know certification status of all professionals.	( )	( )	( )
( )	( )	( )	( )	5.	Arrange in-service activities.	( )	( )	( )
( )	( )	( )	( )	6.	Select and recommend new staff members.	( )	( )	( )
( )	( )	( )	( )	7.	Evaluate professional staff members.	( )	( )	( )
( )	( )	( )	( )	8.	Participate in a grievance process.	( )	( )	( )
					Curriculum-Instruction			
( )	( )	( )	( )	1.	Evaluate curriculum efficiency and effectiveness.	( )	( )	( )
( )	( )	( )	( )	2.	Provide supportive instructional services.	( )	( )	( )
( )	( )	( )	( )	3.	Provide for resource persons to enrich instruction.	( )	( )	( )
( )	( )	( )	( )	4.	Implement programs for handicapped and disadvantaged.	( )	( )	( )
( )	( )	( )	( )	5.	Establish and utilize a curriculum review board.	( )	( )	( )

Comments:

APPENDIX B

COLUMN A						COLUMN B		
Confidence	Competence	Hesitance	Reluctance			Pre-Service	Internship	In-Service
					School-Community			
27%	65%	6%	0%	1.	Analyze developing community needs and the ability to absorb graduates.	33%	38%	48%
33%	60%	2%	2%	2.	Redefine the role of the school regarding community educational betterment programs (i.e., continuing education, retraining, etc.)	29%	42%	44%
52%	44%	4%	0%	3.	Develop guidelines needed to establish rapport with local industries.	42%	38%	44%
25%	50%	21%	2%	4.	Explore the potential of a school-community steering committee that can act on evolving proposals for any joint activities.	31%	44%	48%
48%	48%	4%	0%	5.	Develop sources of information and keep informed about current and future community trends.	38%	31%	52%
50%	46%	4%	0%	6.	Identify and utilize community resource persons for school-community relations.	19%	46%	56%
					Staff-Pupils			
33%	46%	19%	0%	1.	Develop a staff position for student activities (i.e., grievances, activities, resources, etc.) that require long range planning.	44%	38%	40%
17%	63%	17%	2%	2.	Establish an industrial review board to make available to students the employment potentials and employment figures in geographical terms.	27%	31%	54%
58%	38%	4%	0%	3.	Determine the school admission policies.	38%	42%	46%
15%	46%	23%	8%	4.	Prepare a student's bill of rights.	58%	21%	33%
40%	58%	2%	0%	5.	Adjust placement and follow-up procedures to changing community trends.	27%	42%	50%
23%	40%	23%	8%	6.	Update students role in decision making	42%	27%	42%
29%	50%	19%	2%	7.	Plan programs for disadvantaged/handicapped students.	44%	31%	46%

COLUMN A						COLUMN B		
Confidence	Competence	Hesitance	Reluctance			Pre-Service	Internship	In-Service
					Finance			
52%	40%	6%	0%	1.	Develop reliable sources for advice on monetary matters.	44%	33%	44%
63%	33%	4%	0%	2.	Prepare the budget.	42%	46%	48%
54%	35%	8%	0%	3.	Determine procedures for handling and accounting of funds.	48%	48%	31%
46%	44%	10%	0%	4.	Decide fiscal details with planning unit professionals.	23%	50%	48%
52%	42%	4%	0%	5.	Plan and effect current budget changes.	27%	40%	52%
46%	48%	4%	0%	6.	Identify potential increased costs and the consequences.	25%	38%	56%
42%	44%	10%	2%	7.	Identify faculty benefits cost and project these for x years.	33%	40%	46%
					Goals-Objectives			
27%	60%	13%	0%	1.	Define a set of activities that an academic committee may use to interpret present and future movements in all vocational programs. (i.e., enrollment, expansion of facilities and faculty, new systems, etc.)	46%	44%	46%
29%	54%	17%	0%	2.	Organize, analyze, and interpret data on emerging community needs and vocational education.	40%	44%	44%
31%	54%	10%	2%	3.	Explore the potential for creating a labor-management represented board to bridge the gap between school and potential employment problems.	42%	44%	40%
50%	40%	10%	0%	4.	Revise the educational program plan with the professional advisory committee.	25%	46%	56%
48%	48%	4%	0%	5.	Update the goals and objectives with other professionals such as planning unit members, AVTS staff, and participating districts.	23%	33%	58%
44%	48%	6%	0%	6.	Develop educational programs to meet future community needs.	20%	42%	56%

Comments:

COLUMN A					MANAGEMENT RESPONSIBILITIES	COLUMN B		
Confidence	Competence	Hesitance	Reluctance			Pre-Service	Internship	In-Service
					Students			
44%	40%	8%	2%	1.	Enforce an adopted student bill of rights	29%	35%	63%
27%	42%	21%	4%	2.	Include students, as members, on governance and advisory committees.	33%	35%	42%
38%	54%	4%	2%	3.	Adopt and administer non-discriminatory student regulations.	40%	38%	40%
19%	42%	21%	10%	4.	Effect compensatory measures for minority groups.	40%	38%	29%
52%	44%	4%	0%	5.	Coordinate the recruitment and selection of students.	40%	48%	42%
52%	44%	2%	0%	6.	Endorse the student's handbook.	40%	29%	46%
58%	35%	2%	0%	7.	Make meeting spaces available for meetings.	31%	48%	35%
48%	38%	6%	2%	8.	Make office facilities available for student club official business.	29%	40%	38%
60%	33%	2%	0%	9.	Be available to provide counsel.	33%	46%	44%
					Operations			
67%	27%	0%	0%	1.	Coordinate the activities of the professional staff.	25%	48%	50%
63%	25%	6%	0%	2.	Coordinate the activities of the non-professional staff.	25%	44%	50%
50%	42%	4%	0%	3.	Maintain a system of communication among students, teachers, and administrators.	35%	54%	40%
27%	58%	8%	0%	4.	Operate an efficient system of data collection and report submission.	40%	46%	31%
29%	52%	13%	0%	5.	Administer a records management system.	40%	44%	35%
					Finance			
31%	46%	10%	0%	1.	Utilize a committee to monitor all teaching and office equipment for the purpose of maintenance and replacement.	29%	38%	42%
33%	35%	19%	0%	2.	Have a committee evaluate newly proposed and monitor existing programs to ascertain financial details.	25%	35%	48%

COLUMN A						COLUMN B		
Confidence	Competence	Hesitance	Reluctance			Pre-Service	Internship	In-Service
52%	35%	0%	0%	3.	Receive and review regular reports on status of the budget.	29%	29%	44%
					Personnel			
56%	38%	4%	0%	1.	Maintain a teacher's handbook.	38%	44%	33%
54%	40%	4%	0%	2.	Publish policies on operations procedures.	35%	35%	46%
44%	50%	2%	0%	3.	Maintain current position specifications.	42%	29%	42%
58%	38%	2%	0%	4.	Know certification status of all professionals.	42%	27%	52%
44%	48%	6%	0%	5.	Arrange in-service activities.	27%	46%	56%
56%	40%	0%	0%	6.	Select and recommend new staff members.	31%	40%	52%
50%	40%	8%	0%	7.	Evaluate professional staff members.	29%	44%	60%
38%	50%	10%	0%	8.	Participate in a grievance process.	38%	48%	50%
					Curriculum-Instruction			
42%	46%	10%	0%	1.	Evaluate curriculum efficiency and effectiveness.	42%	50%	50%
42%	52%	4%	0%	2.	Provide supportive instructional services.	35%	44%	40%
40%	50%	8%	0%	3.	Provide for resource persons to enrich instruction.	27%	40%	60%
33%	52%	13%	0%	4.	Implement programs for handicapped and disadvantaged.	35%	46%	48%
35%	48%	13%	0%	5.	Establish and utilize a curriculum review board.	40%	42%	46%
					Comments:			